

Newcomb	50
Peach Springs	1,046
Pierre's Site	440
Raton Well	23
Salmon Ruin	5
San Mateo	61
Sanostee	1,565
Section 8	10
Skunk Springs/Crumbled House ..	533
Standing Rock	348
Toh-la-kai	10
Twin Angeles	40
Upper Kin Klizhin	60

"(2) The map referred to in paragraph (1) shall be kept on file and available for public inspection in the appropriate offices of the National Park Service, the office of the State Director of the Bureau of Land Management located in Santa Fe, New Mexico, the office of the Area Director of the Bureau of Indian Affairs located in Window Rock, Arizona, and the offices of the Arizona and New Mexico State Historic Preservation Officers."

SEC. 4. ACQUISITIONS.

Section 504(c)(2) of Public Law 96-550 (16 U.S.C. 410ii-3(c)(2)) is amended to read as follows:

"(2) The Secretary shall seek to use a combination of land acquisition authority under this section and cooperative agreements (pursuant to section 505) to accomplish the purposes of archeological resource protection at those sites described in section 502(b) that remain in private ownership."

SEC. 5. ASSISTANCE TO THE NAVAJO NATION.

Section 506 of Public Law 96-550 (16 U.S.C. 410ii-5) is amended by adding the following new subsection at the end thereof:

"(f) The Secretary, acting through the Director of the National Park Service, shall assist the Navajo Nation in the protection and management of those Chaco Culture Archeological Protection Sites located on lands under the jurisdiction of the Navajo Nation through a grant, contract, or cooperative agreement entered into pursuant to the Indian Self-Determination and Education Act (Public Law 93-638), as amended, to assist the Navajo Nation in site planning, resource protection, interpretation, resource management actions, and such other purposes as may be identified in such grant, contract, or cooperative agreement. This cooperative assistance shall include assistance with the development of a Navajo facility to serve those who seek to appreciate the Chacoan Outlier Sites."

INTRODUCTION OF THE WORK FORCE PREPARATION AND DEVELOPMENT ACT

HON. WILLIAM F. GOODLING

OF PENNSYLVANIA

IN THE HOUSE OF REPRESENTATIVES

Friday, January 13, 1995

Mr. GOODLING. Mr. Speaker, the education, literacy, and skills levels of the American work force are more important to U.S. competitiveness today than ever before, and yet this country's programs designed to prepare its students and workers are seriously fragmented and duplicative. Because education and training programs have been developed independently over many years, there is no national strategy for a coherent work force preparation and development system. As everyone knows, last Congress, the U.S. General Accounting Office [GAO] identified 154 different Federal programs, totaling \$24 billion administered by 14 different agencies, which

offer some form of education, job training, or employment assistance to youth and adults in the United States. A major focus of any reform effort undertaken by the Congress in this area must be to eliminate unnecessary duplication and fragmentation in these systems, and at the same time, provide States and localities with the flexibility needed to build on successful existing programs and initiate change where appropriate.

Last year, a number of my colleagues and I introduced the Consolidated and Reformed Education, Employment, and Retraining Systems [CAREERS] Act, a multitiered job training reform effort that was designed to achieve reform in four ways: By streamlining work force preparation programs at the Federal level through the consolidation of over 80 separate job training programs into 7 block grant systems; providing flexibility needed by States and local areas to further reform State and local systems; requiring the National Commission for Employment Policy to study and make recommendations for further reforms and consolidation, where appropriate, in U.S. work force preparation programs within 1 year of the date of enactment; and by eliminating programs that have been found to be ineffective, or to have outlived their usefulness or original intent. Under our legislation, savings of \$1.4 billion per year—or \$7 billion over 5 year—would have been achieved.

This Congress, while I continue to believe that last year's CAREERS Act represents a comprehensive and realistic approach to reform of the Nation's education and job training programs, I want to carefully consider all options that are available to us in the design of a national work force preparation system. I sincerely believe that we can go even further with reform and with consolidation of work force preparation programs than was provided for in the CAREERS Act, and end up with a more streamlined and efficient system of work force preparation. That is why I am joining with Mr. McKEON, all of the Republican members of the Committee on Economic and Educational Opportunities, and with Mr. KASICH, Mr. ZELIFF, Mr. BOEHNER, and Mr. MICA, today, in introduction of the Work Force Preparation and Development Act, which resolves that the Congress will carefully evaluate and subsequently enact legislation that significantly consolidates and reforms all Federal career-related education, job training, and employment assistance programs into a true system of work force preparation and development prior to the end of the 104th Congress.

Under our legislation, we pledge that the Congress will thoroughly evaluate the quality, effectiveness, and efficiency of U.S. work force preparation programs. Subsequently, we pledge to enact legislation that: First, eliminates duplication and fragmentation in Federal work force preparation programs through the consolidation and, where appropriate, elimination of such programs; second, transfers major decisionmaking to States and local communities for the design, governance, and implementation of comprehensive, integrated work force preparation systems; third, stresses the vital role of the private sector, at all levels, in the design and implementation of a national work force preparation system, and encourages the utilization of State and local employer-led boards responsible for strategic planning and program oversight of State and local systems; fourth, establishes a national

work force preparation system that is market driven, accountable, reinforces individuals responsibility through attachment to employment, and provides customer choice and easy access to services; and fifth, establishes a national labor market information system that provides employers, job seekers, students, teachers, training providers, and others with accurate and timely information on the local economy, on occupations in demand and the skill requirements for such occupations, and information on the performance of service providers in the local community. Finally, the Work Force Preparation and Development Act calls for the repeal of existing work force preparation and development programs, as appropriate, upon enactment of reform legislation.

Again, I want to stress how important it is that we make sense of our current, confusing array of Federal education and job training programs in this country. For the United States to survive competitively in the future, we must have the best work force preparation system in the world. I think that the legislation we are introducing today sets us in the right direction, and I look forward to continuing our work on such reforms.

TRIBUTE TO ALBION COLLEGE BRITONS—NCAA DIVISION III NATIONAL FOOTBALL CHAMPIONS

HON. DAVE CAMP

OF MICHIGAN

IN THE HOUSE OF REPRESENTATIVES

Friday, January 13, 1995

Mr. CAMP. Mr. Speaker, I rise today to recognize the tremendous accomplishments of the 1994 NCAA Division III National Football Champion Albion College Britons. Albion joins the University of Nebraska and Penn State University as the only college football teams in the country who completed their entire seasons with an undefeated record. As an alumnus of Albion, I am proud of the team's achievement, but I take an even greater pride in knowing it was accomplished by athletes who dedicate themselves to knowledge and learning first, and athletics second.

Albion's quest for the national championship can be traced to a tragic event which occurred before the season started. Two members of the football team, Steve Gilbert and Kristov Knoblock, were tragically killed in an automobile accident. For the team the loss was crushing and for the Albion football family it was devastating. However, in their grief, the team found inspiration, never losing the thought of Steve and Kris. They gathered as a family and dedicated themselves to one goal—winning a national championship. Through a hard-fought season and a grueling playoff, the Brits achieved their goal and won their first national championship.

Division III athletes play their sports for one reason, the love of the game. They do not receive athletic scholarships, often travel long distances by bus, and know a professional athletic career does not await them when they are finished. The crowds are small, mostly made up of friends and family, and the injuries sustained are those suffered by athletes at larger universities. But the game is just as exciting as those witnessed by crowds of over 80,000.